

Mini-Lesson Planning for Author's Purpose

Benchmark(s)/Standard(s) *What is the next benchmark(s) on my course timeline or FCIM calendar?*

LA.3.1.7.2; LA.4.1.7.2; LA.5.1.7.2

- The student will identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text).

Definition

Author's Purpose is the reason why the text was written.

There are three main purposes to an author's passage.

TO:

1. Persuade
2. Inform
3. Entertain

Author's Purpose: To Persuade

- It's the author's goal to persuade the reader to agree with the author's opinion.
- Even though the author shares his opinion, he may provide facts or examples to support the opinion.
- Examples: advertisements, commercials, newspaper editorials, etc.

Author's Purpose: To Inform

- It's the author's goal to enlighten the reader with topics that are usually real or contain facts.
- Facts are used to teach, not to persuade.
- Examples: textbooks, cookbooks, newspapers, encyclopedias, etc.

Author's Purpose: To Entertain

- It is the author's goal to tell a story or describe real or imaginary characters, places, and events
- Examples: poems, stories, plays, comic strips, etc.

Essential Question(s): *How can the reader use the text features to determine why the text was written? How can we use inductive reasoning to determine the author's purpose? How do readers identify the author's purpose in a text?*

FCAT Stem Questions

- What does the author mean when he/she writes "_____"?
- Why did the author write this article?
- What is the author's purpose in writing this article?

Materials/Resources: *What do I have or need to have in order to teach the lesson objective(s)?*

Teacher: Picture book or completed class novel; chart paper, overhead (LCD projector or doc camera), text samples, graphic organizer templates (students can also draw these on paper)

Student: Paper, pencil

Lesson Agenda: *How will I deliver this lesson to help my students answer the essential question(s)?*

FCIM Mini-Lesson: Sequencing

Day One: Explicit Instruction (10 min)

Day Two: Modeled Instruction (15 min)

Day Three: Guided Practice (15 min)

Day Four: Independent Practice (10 min)

Day Five: Mini-Assessment (10 min) & Review Student Responses

Special Note: Day One could be Explicit and Modeled Instruction; Days Two and Three could be Guided Instruction; Day Four could be Independent Practice. This depends upon your Instructional Focus Calendar.

Suggested Read-Aloud: *Through My Eyes* (Ruby Bridges) and *The Story of Ruby Bridges* by Robert Coles

Pre-read the book, *Through My Eyes* and *The Story of Ruby Bridges* (or other appropriate piece of text). Anticipate where background knowledge needs to be built. Highlight places to stop, question, make predictions or make connections. Identify the author, title, setting, characters, etc. Activate prior or common knowledge. Take a picture walk. List the important words in the story. During oral reading, conduct several teacher think-alouds. Include statements like, "This reminds me of..." "This part is like..." "This character ____ is like ____ because..." "This is similar to..." Students need to hear your thinking so they can do this as they read independently.

Ask questions:

"What do you notice about the front cover?" "What do you think the title means?" "Why did the author write this anyhow?" "What was the reason this piece was written?" "The article was written mainly to..."

Did the author try to make me laugh? (Entertain)

Did the author want to tell me a story? (Entertain)

Did the author try to amuse me? (Entertain)

Did the author give me facts? (Inform)

Did the author try to teach me something? (Inform)

Did the author try to convince me? (Persuade)

Did the author want to change my opinion? (Persuade)

Special Note: This is a suggested piece of text. Use any other story, informational text, literature from Trophies, or other familiar text that is appropriate for your students. The format for presentation would be similar.

Activating Strategy: Author's Purpose Acrostic

Students spell author's purpose down the side of the page. They generate a word or phrase for each letter to tell something they think they know about the topic. (This may be challenging.)

Mini-Lesson Delivery for Author's Purpose

Day One: Explicit Instruction: (through Read-Aloud) How will I focus my students on what they need to learn? What important vocabulary will I introduce/review?

Explain that an author writes for many reasons. An author may give you facts or true information about a subject. Some authors write fiction stories or stories to entertain you. Some authors may write to persuade or to try to get you to do or think something.

Examples:

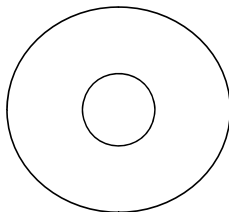
Life Found on Mars. Scientists Discover New Forms of Life that Once Lived on Mars

A Laugh a Minute

America's Best Educational Software

The Secret of the Mysterious Pendant

Use the titles from newspapers (or others) above as examples for doing a think-aloud for determining the author's purpose. Tell students that the title can usually help the reader understand or determine the author's purpose. Use the graphic organizers to list the titles under the appropriate author's purpose. Model with students as you write AND do think-alouds with each example.



Circle Map-Defining Author's Purpose

To Persuade	To Inform	To Entertain

Reference:

<http://fcit.usf.edu/FCAT/strategies/ap/>

Day Two: Modeled Instruction: *How will I show my students what they are expected to do to answer the essential question(s)?*

Read Aloud – *Through My Eyes* or *The Story of Ruby Bridges* by Robert Cole (or other familiar text)

1. Use a familiar trade book (*Through My Eyes* (Ruby Bridges) and *The Story of Ruby Bridges* or other familiar selections from Trophies, etc.). Include passages, stories and other text read in class as examples (can be from science, social studies, math, reading lessons, etc.).
2. Review with students the definition of author's purpose. Also, review the three purposes for writing (persuade, inform, entertain).
3. Explain that authors don't usually state a purpose, so you need to pay close attention to the details that are given in the text in order to be able to determine the author's purpose for writing.
4. Tell students that an easy way to remember the three purposes for writing is to use the mnemonic device P.I.E.
5. Remind students that if they know the author's purpose for writing, they will become better readers
6. Use the familiar trade book to do a think-aloud of the clues that help the reader determine the author's purpose. List the title under the appropriate heading on the P.I.E chart on the board.
7. Repeat this with more trade books that, articles, stories, non-fiction pieces already read with students (familiar text). List the title under the appropriate heading on the P.I.E chart on the board.

Special Note: It is imperative that the teacher complete this process through a think-aloud model.

Day Three: Guided Practice: *How will I help students practice answering essential question(s)? How will I incorporate collaborative structures and checks for understanding?*

Practice 1:

When determining the author's purpose, it is helpful to pay attention to facts and opinions in the text. If the passage has more facts than opinions, it is usually a passage that informs. If the passage has more opinions than facts, the author probably wrote it to entertain or to persuade.

Read the passage below. Display it for students using an overhead or doc camera.

Passage:

In Tarpon Spring, Florida, there are people who work underwater. These people are called sponge divers. The kind of treasure they look for is call sponges. Sponge diving is not an easy job. The diver has to breathe under water, and be careful of extreme water pressure.

Practice 2:

Read and post the statements below. Determine whether each statement is a fact or opinion. Determine the author's purpose for writing.

- a) In Tarpon Springs, Florida, there are people who work underwater.
- b) These people are called sponge divers.
- c) The kind of treasure they look for is sponges.
- d) Sponge diving is not an easy job.
- e) The sponge diver has to breathe under the water and be careful of extreme water pressure.

Reference: <http://fcit.usf.edu/FCAT/strategies/ap/>

Additional strategies/activities:

- Give students 3 or 4 brief text selections, titles, etc. and have them determine the author's purpose. Student should write the titles under the appropriate portion of the P.I.E chart. (The teacher can also distribute a few books from the classroom library, a section of a newspaper, or have students use a variety of their textbooks, etc. to do this activity. *It will require minimal teacher preparation of material.*)
- A/B partner Review: Pairs Review—Partner A talks for one minute about everything he/she has learned about author's purpose. After one minute, Partner B talks for one minute, trying to follow the rule of no repeats.

Day Four: Independent Practice/Processing Activities

Next, display the following items on the chalkboard that express each author's purpose (persuade, inform, entertain).

1. It was a glorious morning in Alabama. The sun was shining through the trees. Alan couldn't wait to find his fishing pole and call his friend Sam to go fishing. They had a great time on these early morning fishing trips. They took their dogs with them and the dogs would swim in the lake while they fished. It was so funny to watch those dogs paddle around the lake.

What is the author's purpose of this writing? _____

2. The Underground Railroad was a secret organization which helped slaves escape to freedom. Many slaves were able to escape because of the conductors and station masters. The northern states were free states and slaves were free once they arrived in the north. Secret codes and signals were used to identify the conductors and station masters.

What is the author's purpose of this writing? _____

3. The Slim-O-Matic will cause you to lose pounds and inches from your body in one month. This amazing machine helps you to exercise correctly and provides an easy video to show you the proper way to exercise. Send \$75.99 and begin exercising today.

What is the author's purpose of this writing? _____ **Reference: Passages taken from:** http://worksheets.technology.com/language_arts/authors/ver1/index.html

Have students draw three columns on their paper, labeled with each of the three purposes for writing.

Tell the students that they are to read each passage and pay close attention to the specific details in the passages. After paying close attention to the specific details in the passages, they are to identify the author's purpose on the graphic organizers.

Adaptation: Paragraphs can be typed and distributed to students. Once students determine the author's purpose for writing, they can underline the details that led them to determine their selection.

Additional strategies/activities:

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- A/B partner Review: Pairs Review—Partner A talks for one minute about everything he/she has learned about author's purpose. After one minute, Partner B talks for one minute, trying to follow

the rule of no repeats.

Special Note: It is important that students are able to identify the author's purpose in everyday reading. It should be reinforced with each piece of text a student reads. This is an embedded skill.

Day Five: Assessment: *How will I know if my students can answer the essential question(s)?*

Extended and Refining Activity: Connection to Writing

Students create a model of the P.I.E graphic organizer. Under each heading (To Persuade, To Inform, To Explain), the students writes, in their own words and complete sentences, the definitions/descriptions for each of the author's purposes.